

# CLIL Module Plan

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School	ITET Pilati Cles					
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High	
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	
Subject	Storia		Topic		THE WWII (1939-1945)	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>-This activity has been prepared for a fifth class of a technical school. -This module has 1 unit divided into 7 lessons (9 hours) -The class is composed by 19 students, all boys; 4 of them are repeaters. Most of them have a B1 level, the other an A2 level. They are not particularly interested. They are generally more motivated by watching videos or by doing exercises in small groups. - The class is a digital class, all students have a tablet and the teacher too. We use moodle and google classroom as instruments (for exercises, documents, homeworks, tests). -Before this module we had deepened the most events of WWII in Italian.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	<p>Students need to know the most important events of WWII from 1939 to 1945. Students need to be able to:</p> <ul style="list-style-type: none"> <li>-work in small groups</li> <li>-cooperate with others</li> <li>-watch a video</li> <li>-use a tablet</li> <li>-use google suite</li> <li>-create a ppt</li> <li>-create a map</li> </ul>	<p>-present, past and future tenses - vocabulary of everyday life -passive forms -if clauses</p>

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 9 hours
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<b>Description of teaching and learning strategies</b>	<p>-Methodological approaches: cooperative learning -ICT learning tools THE LESSON: -At beginning: brainstorming. -Then they have to watch a video or read a short text. -They are divided into small groups to do exercises (see worksheets) -We correct them together -In Unit 1 they have to create a map with google suite, at the end they have to create a ppt. One member of each group have to explain the ppt to the class.</p>
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# Overall Module Plan

<b>Unit: 1</b> WWII <b>Unit length:</b> 9 hours	<b>Lesson 1</b> Events
	<b>Lesson 2</b> Cooperative learning
	<b>Lesson 3</b> The Holocaust
	<b>Lesson 4</b> The Holocaust
	<b>Lesson 5</b> The Holocaust-comprehension
	<b>Lesson 6</b> The "D-Day"
	<b>Lesson 7</b> Feedback

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Events
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	Students have to be able to: -Remember -Revise the main contents learnt in Italian	Brainstorming approaches to start the topic: -Students have to write on board terms or ideas about WWII. -They are asked to talk only in English - The teacher is a supervisor	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	A board Tablet	Self assessment Teacher's observation

2	40 minutes	To be able to: -find information from a video -interpret informations - summarise - transform information	The teacher shows to the class a documentary about WWII in English with subtitles (in English)	<div data-bbox="1182 92 1538 129">Skills</div> <div data-bbox="1189 165 1532 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1182 245 1538 576"> <b>Key vocabulary</b>  War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb </div> <div data-bbox="1182 596 1538 719"> <b>Communicative structures</b>  Functional language </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a>	Teacher's assessment (observation)
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Cooperative learning
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	5 minutes	Students have to be able to: - Write down first ideas about a video - Report the key points - show a relationship between things -order facts - reason	Students have to write on the board the most important ideas about WWII they found watching the documentary the lesson before. Teacher write facts in the order of when they happened and shows relationships between dates and concepts.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Specific: War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb Key vocabulary: order, organise, write, explain, think about, choose.  <b>Communicative structures</b> Why? Who? What happened..? In my opinion...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	a board	Teacher's assessment (ongoing continuous assessment) Self assessment
2	25 minutes	To be able to: - cooperate in a group -	Students are divided into 4 groups of four and one group of 3.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work	<ul style="list-style-type: none"> <li>• unit1lesson2worksheet1.pdf</li> <li>• unit1lesson2worksheet2.pdf</li> </ul> tablet worksheets internet connection	Teacher's assessment Self assessment

		<p>organise information - use ITC to find information - solve problems</p>	<p>The groups are created by the teacher. They have to work in group and they have to talk only in English. The teacher could intervene only if students ask her help. There are 2 activities: - WORKSHEET1:they have to read the texts on the right side about events of WWII and than match the texts with the correct definition on the left side. - WORKSHEET2: students have to complete two tables. One table is useful to categorise information, the other table is useful for summarising. They can use their tablet to find information (internet connection)</p>	<div><p><b>Key vocabulary</b></p><p>War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb, D-Day In general: subject vocabulary</p></div> <div><p><b>Communicative structures</b></p><p>What do you think about..? In my opinion... Who..? What happened...? I think... -Present and past tenses, passive. -Language to expain, to cooperate</p></div>	<div><p><input type="checkbox"/> Pair work</p><p><input checked="" type="checkbox"/> Individual work</p></div>	
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3	20 minutes	<p>To be able to: -find information from web and from worksheets - interpret informations -summarise -transform information - Write down first ideas - Report the key points - show a relationship between things -order facts - reason -use google suite (MindMeister and classroom) - work in group</p>	<p>Every group has to prepare a mind map to show facts of WWII and their relationships. They have to use the tablet and google suite (MindMeister). Maps have to be charged on Classroom and teacher controls them. Students have to work in group and to talk only in English.</p>	<div> <div><b>Skills</b></div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> </div> <div> <p><b>Key vocabulary</b></p> <p>-Subject's vocabulary (see Activity 2)</p> </div> <div> <p><b>Communicative structures</b></p> <p>Why..? In my opinion... What do you think about..</p> <p>Where..? Who..? and, also, in addition, as well as, because of..</p> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work </div>	<ul style="list-style-type: none"> <li>• unit1lesson2worksheet1.pdf</li> <li>• unit1lesson2worksheet2.pdf</li> </ul> <p>Tablet MindMeister (internet connection) Worksheets1/2</p>	<p>Continuous assessment by the teacher. Self assessment.</p>
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	3	<b>Title</b>	The Holocaust
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	Students have to be able to: - watch a video/film - find informations from a video - take notes - use previous knowledges - show a relationship between facts - order facts - use Google suite	-The teacher introduce the topic with a video about a survivor of Holocaust. Students have to ask informations about it and to keep notes on their tablet. -The teacher prepared an apposite worksheet on Classroom. -The teacher notes down what students know about the topic and what they want to know about it.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Genocide Shoah Holocaust Subject vocabulary	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a>	Continuous assessment Observation
				<b>Communicative structures</b>			
				-What does it mean? - Could you tell me..? -In my opinion... -What happened...? Present and past tenses			

2	40 minutes	Students have to be able to: - watch a video/film - find informations from a video - take notes - use previous knowledges - show a relationship between facts	Students watch "Schindler's list", an important movie about Jewish Persecution. Schindler's List is a 1993 American epic historical drama film directed and produced by Steven Spielberg and written by Steven Zaillian. It is based on the 1982 historical fiction novel Schindler's Ark by Australian novelist Thomas Keneally. (Nine Oscar prizes) In German-occupied Poland during World War II, industrialist Oskar Schindler gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis. The movie is in English with subtitles in English too.	<div data-bbox="1160 92 1514 212"> <b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> </div> <div data-bbox="1160 244 1514 579"> <b>Key vocabulary</b>            Holocaust, Genocide, Concentration's Camp, Auschwitz, Nazism, freedom, nationalism, dictator, justice, razzism In general: subject vocabulary         </div> <div data-bbox="1160 595 1514 722"> <b>Communicative structures</b>            present and past tenses         </div>	<div data-bbox="1536 92 1722 379"> <input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work         </div>	The movie could be taken in a public library. In Trentino there's the CBT (catalogo bibliografico trentino), you can find it there.	Ongoing continuous assessment
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	4	<b>Title</b>	The Holocaust
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	100 minutes	Students have to be able to: - watch a video/film - find informations from a video -take notes - use previous knowledges - show a relationship between facts	Students watch "Schindler's list", an important movie about Jewish Persecution. Schindler's List is a 1993 American epic historical drama film directed and produced by Steven Spielberg and written by Steven Zaillian. It is based on the 1982 historical fiction novel Schindler's Ark by Australian novelist Thomas Keneally. (Nine Oscar prizes) In German-occupied Poland during World War II, industrialist Oskar Schindler gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis. The movie is in English with subtitles in English too.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> The same as lesson number three In general: subject's vocabulary	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	The movie could be taken in a public library. In Trentino there's the CBT (catalogo bibliografico trentino), you can find it there.	Ongoing continuous assessment.

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	5	<b>Title</b>	The Holocaust-comprehension
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	30 minutes	Students have to be able to: -find information from a video -interpret informations - summarise - transform information - Write down first ideas about a video -Report the key points - show a relationship between things -order facts -reason -work in group - collaborate - prepare group presentation -use ICT -use knowledges	Students are divided into 4 groups of four and one group of 3. The groups are created by the teacher. They have to work in group and they have to talk only in English. The teacher could intervene only if students ask her help. Students have to speak about the movie/topic, noting down the key facts. They have to compare ideas, to explain their point of view, every member of the group has to partecipate.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> Nationalism, Allies occupation, self determination, peacekeeping, resolutions, sanctions, D-Day, Midway, Peace treat War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb In general: subject vocabulary</div> <div><b>Communicative structures</b> What happens if...? What do you think about...? In my opinion... Do you know...? I agree because... Look at ... - present and past tenses</div>	<div><input type="checkbox"/> Whole class</div> <div><input checked="" type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	Tablet	Ongoing continuous assessment
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2	10 minutes	Students have to be able to: -find information from a picture - interpret informations - summarise - transform information - show a relationship between things -use ICT -use knowlwdges	Students find the worksheet in Google Classroom: there's a picture with questions about the Holocaust. They have to answer the questions. They could use the internet for extra informations or they can ask the teacher.	<div data-bbox="857 92 1209 135"> <b>Skills</b> </div> <div data-bbox="857 164 1209 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="857 244 1209 576"> <b>Key vocabulary</b>  nationalism, resolutions, War, Nazism, Fascism, Concentration Camps, Holocaust, Genocide, Shoah In general: subject vocabulary </div> <div data-bbox="857 603 1209 887"> <b>Communicative structures</b>  present and past tenses </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>unit1lesson5worksheet1.pdf</li> </ul> tablet	Ongoing continuous assessment
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3	10 minutes	Students have to be able to: -write an essay -use knowledges - report informations - report his/her point of view -use ITC	Students have to write an essay about the topic, max. 100 characters; the teacher will read them at home.	<div data-bbox="853 92 1211 129"><b>Skills</b></div> <div data-bbox="853 156 1211 212"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="853 244 1211 898"> <b>Key vocabulary</b>  nationalism, Allies occupation, self determination, peacekeeping, resolutions, sanctions, D-Day, Midway, Peace treat War, Allied powers, Cimmunism, Nazism, Fascism, Yakta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb  In general: subject vocabulary </div> <div data-bbox="853 914 1211 1121"> <b>Communicative structures</b>  In my opinion... I agree/don't agree...  Present and past tenses </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Tablet	ongoing assessment
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# CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	The "D-Day"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 minutes	Students have to be able to: - watch a video/film - find informations from a video -take notes - use previous knowledges - show a relationship between facts	Students watch shorts video about the the "D-day" with their tablet. Videos are in English without subtitles.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a> <a href="#">link</a> <a href="#">link</a> tablet	Ongoing continuous assessment
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				<b>Key vocabulary</b> War, Allied powers, Communism, Nazism, Fascism, Yalta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb, battle, beach, Airforce,Boat, soldiers In general: subject vocabulary			
				<b>Communicative structures</b> present and past tenses			



2	30 minutes	Students have to be able to: -read a text -show a relationship between things - reason (think why, what causes and what results in something) - order information - organise information - use ITC to find information - solve problems	Students have to read a text about the speech of Eisenhower in 1944, than they have to answer the question below. They could use the tablet for vocabulary. It's an individual work.	<div data-bbox="855 92 1211 129"><b>Skills</b></div> <div data-bbox="855 164 1211 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="855 244 1211 738"> <b>Key vocabulary</b>  War, Allied powers, Communism, Nazism, Fascism, Yalta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb, battle, beach, Airforce, Boat, soldiers  In general: subject vocabulary </div> <div data-bbox="855 758 1211 882"> <b>Communicative structures</b>  present and past tenses </div>	<div data-bbox="1234 92 1415 379"> <input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work </div>	<div data-bbox="1442 92 1926 188"> <ul style="list-style-type: none"> <li>unit1lesson6worksheet1.pdf</li> </ul> tablet worksheet </div>	Ongoing continuous assessment
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3	10 minutes	Students have to be able to: - watch a video/film - read a text - find informations from a video -find informations from a text - take notes - use previous knowledges - show a relationship between facts -use ITC	Students have to speak about the text and about the D-day, and underline the key facts. They have to compare ideas, to explain their point of view; every member of the class has to participate. They have to speak only in English. The teacher is a supervisor, the moderator of the debate. Key words have to be written on the board. All new terms have to be apppinted by students (tablet).	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div></div><div><div>Key vocabulary</div><div>War, Allied powers, Communism, Nazism, Fascism, Yalta Conference, Axis Powers, Concentration Camps, Holocaust, Genocide, Atomic bomb, battle, beach, Airforce,Boat, soldiers In general: subject vocabulary</div></div><div><div>Communicative structures</div><div>What happens if...? What do you think about...? In my opinion... Do you know...? I agree because..</div></div></div>	<div><div><div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div></div></div>	<div><div><div>• unit1lesson6worksheet1.pdf</div><div>Tablet Board Worksheet</div></div></div>	Ongoing continuous assessment Self assessment
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# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	7	<b>Title</b>	Feedback
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	35 minutes	Students have to be able to: - show a relationship between things - order facts - reason - work in group - collaborate -use ICT - use knowlwdges -Complete a text	Students are divided into 4 groups of four and one group of 3. The groups are created by the teacher. They have to work in group and they have to talk only in English. The teacher could intervene only if students ask her help. There are 2 activities: - WORKSHEET1:complete the sentences with the right word -EXERCISES from web sites (links) They can use their tablet to find information (internet connection)	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• unit1lesson7worksheet1.pdf <a href="#">link</a> <a href="#">link</a>	Ongoing continuous assessment
				<div>L S <b>R</b> W</div>			

**Key vocabulary**

Nationalism,  
Allies  
occupation, self  
determination,  
peacekeeping,  
resolutions,  
sanctions, D-  
Day, Midway,  
Peace treat War,  
Allied powers,  
Cimmunism,  
Nazism, Fascism,  
Yakta  
Conference, Axis  
Powers,  
Concentration  
Camps,  
Holocaust,  
Genocide,  
Atomic bomb In  
general: subject  
vocabulary

**Communicative  
structures**

present and past  
tenses In my  
opinion.. What  
do you think  
about..? Who...?  
When..?

2	15 minutes	Students have to be able to: - Report the key points - show a relationship between things - order facts - reason - work in group - collaborate -use ICT - use knowlwdges	The worksheet is shown on the interactive board. The teacher chooses a person of each group to correct the exercises, these are the summary of the unit. The teacher notes down mistakes or questions to have a feedback. The teacher helps students with vocabulary.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• unit1lesson7worksheet1.pdf  Tablet Interactive Board	Ongoing continuous assessment Evaluation of the exposition
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> Subject vocabulary  <b>Communicative structures</b> In our opinion... We think.. Present and past tenses			